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ABSTRACT

This handbook for parents assumes that there is nothing wrong with their child but that there is something wrong with the school system. It assumes that parents know what their children need to survive and that the one-sided, professional approach to learning is not working as well as school authorities say that it is. The authors of the booklet believe that parents want the best for their children but often feel helpless in finding their way through the school system's bureaucracy. This handbook states what some of the rights of children and parents are, and how to go about obtaining them. It lists the names of people who are responsible for the child's education and the proper channels to follow. It is stated that this is a handbook for parents who want their children to have more than they did. (Author/WS)

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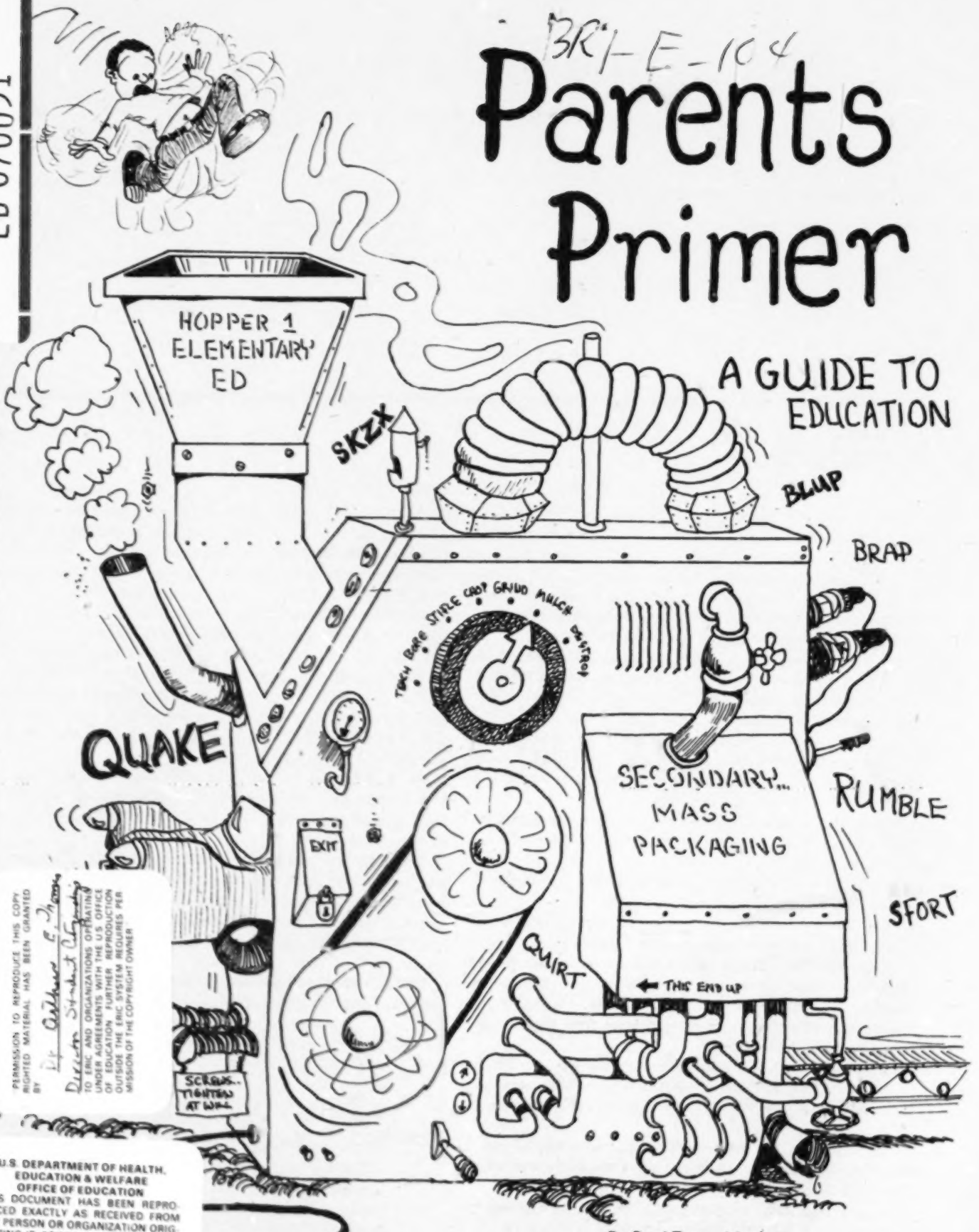
Parents Primer

A GUIDE TO EDUCATION



By Carol Towarnicky
for the Center for the Study
of Student Citizenship, Rights, and Responsibilities

Cartoons by Jorgy

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parents primer

THIS HANDBOOK IS NOT A SUBSTITUTE FOR AN ATTORNEY

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introduction

This is a biased handbook. It assumes that there is a big difference between what the school system should do and what it actually does.

It assumes there is nothing wrong with your child but that there *is* something wrong with the school system.

It assumes that parents know what their children need to survive because they have had to survive themselves.

It assumes that the one-sided, "professional" approach to learning is not working as well as school authorities say it is.

We believe that parents want the best for their children. But parents often feel helpless in finding their way through the school system's bureaucracy. Although school officials often suggest that parents and students "go through channels" to resolve grievances, we know that often these channels are not, in fact, open.

We know that schools have to be pushed to respond to the needs of all children. We know that the only people who can do this are parents.

Parents can make the school system respond to their children's needs by standing up for their children's rights.

This handbook states what some of your rights are, and makes some suggestions about how to obtain them.

It also lists the names of people who are responsible for the education of your children. It states the "proper channels" to follow. In a sense, it states what schools *ought* to be. If you receive anything less than prompt assistance from these people, your rights have been violated.

Many sections of this handbook deal only with policies of the Dayton Public Schools. But others concern Ohio state law. Where a state law is cited, it applies to all school systems across the state.

This handbook can only provide names of people to call if you have a problem. It cannot guarantee that those who are in power will help you.

But you can help yourself and your child by refusing to accept anything less than quality education.

Parents in the Ocean Hill - Brownsville section of Brooklyn, N. Y. fought for community control of their schools in the meeting halls and the streets. Parent action in Ocean Hill - Brownsville had a significant effect on the children in that district. The children received a new appreciation of education. If their parents were willing to fight, the children decided, then education must be worthwnile. Parents in Dayton can have a significant effect on schools if they are willing to fight for their children's education.

Since your tax money supports schools, school officials are your employes. Since your votes elect school board members, they are responsible to you for the operation of the school system.

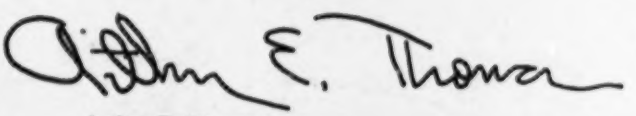
You are supposed to be the boss; however, it isn't as easy as that. You will have to demand power to control your child's school. No one will give it to you.

Don't worry about being labelled a troublemaker. Your child's education — his future — is at stake. No one will automatically provide a good education for him. That you will have to fight for.

There are some strong words in this handbook. Many sections place school and parents in adversary positions. Obviously, this is not always the case. We believe dedicated, forward-thinking school officials will see the need for these strong words. They understand that strong, informed parents can make their own jobs easier.

This is a handbook for parents who want their children to have more than they ever did.

Yours in the struggle for the best possible education for all our children,



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Student Citizenship, Rights and
Responsibilities

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what should be

Johnny Jones comes home from school and tells his mother that his third grade teacher, Miss Smith, slapped him.

Mrs. Jones questions Johnny and learns that Johnny was talking and laughing during class when he was slapped. She tells Johnny that he should pay attention in class. He agrees, but says he is bored with his classes.

Mrs. Jones is concerned about the punishment given for this relatively minor offense. She also wants to know why Johnny doesn't like school.

Mrs. Jones knows that corporal punishment is permitted in schools by Ohio law. But she also knows that corporal punishment is supposed to be "reasonable." It is *never* supposed to be administered in anger. She feels that Miss Smith should not have slapped her son.

Mrs. Jones calls the school. Mr. Brown, the principal, is speaking to another teacher. The secretary takes Mrs. Jones' name and telephone number.

Mr. Brown calls back within a half an hour.

Mrs. Jones tells Mr. Brown that she is unhappy with the type of punishment her son received. Mr. Brown says he will check into it. He calls back the next day and arranges a conference at the school.

At the conference, Mrs. Jones, Miss Smith, Mr. Brown, and Johnny talk about the incident.

Johnny admits he was talking and laughing in class, but says that classes are too easy and he is bored. Miss Smith admits she slapped Johnny in a moment of anger. Mrs. Jones relates the law and tells the teacher she was wrong to react in anger. Mr. Brown agrees, and tells Miss Smith that such punishment is not "reasonable."

Miss Smith apologizes to Johnny and his mother. Together they work out a plan to give Johnny extra work that is interesting and challenging.

Johnny's behavior improves.

what often is

Johnny Jones comes home from school and tells his mother that his third grade teacher, Miss Smith, slapped him.

Mrs. Jones questions Johnny and finds that he was talking and laughing during class when Miss Smith slapped him. She tells Johnny that he should pay attention in class. He agrees, but says he is bored with his classes.

Mrs. Jones is concerned about the punishment given for this relatively minor offense. She also wants to know why Johnny doesn't like school.

Although she does not know the law, she feels the teacher should have had more control of herself.

Mrs. Jones calls the school. Mr. Brown, the principal, is speaking to another teacher. The secretary takes Mrs. Jones' name and telephone number.

Mrs. Jones waits for a return call. Mr. Brown does not call back.

Early the next morning, Mrs. Jones calls the school again. The secretary tells her that Mr. Brown is in a meeting. She again takes Mrs. Jones' name and telephone number. Mr. Brown still does not return the call.

The next day, Mrs. Jones calls again and demands that the principal come to the phone. She finally gets to speak to Mr. Brown.

Mr. Brown listens to her complaint. He says, "Well, I'll arrange a conference if you want me to, but I think I ought to tell you that I support my staff all the way."

Mrs. Jones goes to the school and meets Johnny there. Mr. Brown is at the conference, but Miss Smith does not show up. She had a prior commitment. Mrs. Jones sets up another conference for three days later.

At the next conference, all four people are there. Johnny admits he was talking and laughing in class.

Miss Smith admits that she slapped Johnny. But, she says, Johnny is an unruly student who won't sit still and is disrespectful in class. He deserved the punishment, she says. She has brought Johnny's record. Johnny has been in trouble before. He is continually talking, sings in the h ls, and has a bad attitude.

Mrs. Jones suggests that maybe Johnny's classes are too easy. Maybe, she says, he needs better instruction to keep him interested.

Miss Smith feels threatened. She says, "I can understand how he got a bad attitude by talking to you."

Furthermore, Miss Smith says Ohio state law permits corporal punishment. She hasn't done anything illegal.

Mr. Brown is silent.

But Mrs. Jones is confused. She had not received any reports that Johnny had been misbehaving. She is upset at the treatment she has received, but she doesn't know what to do. Finally, she leaves.

Johnny continues to act up in school. A short time later, he is suspended.

one. the right to be somebody

Schools can be violent places. A child's physical safety may be endangered by other students who pick fights with him, or by bullies who meet him on the way to school.

But there is a different kind of violence which may occur in schools — a violence often sanctioned by the school system. This kind of violence endangers a child's *psychological* security.

Words can be violent. Teachers or students who call a child "dumb" or "bad' can make that child believe that he is, in fact, "dumb" or bad.

Looks can be violent. A teacher or student can tell your child he is bad just by the way he looks at him. A teacher or student who refuses to touch your child can make your child believe he isn't worthy of being touched.

An entire system may be violent. A school system which considers your child, with all his unique characteristics, as just one more body to be counted, lectured, tested, and graduated can lower your child's self-esteem. A school system which fails to recognize your child's individuality can alienate him from other students and from you.

If your child does not believe in himself, his chances for learning anything are seriously reduced.

You can help your child develop a positive self-image at home by treating him as an individual, and by telling him that you love him and that he can succeed.

Begin when your child is very young. Insist that he start thinking about what he wants to do with his life. Help him find heroes or models to follow. Make sure he knows that you believe he can be the best of whatever field he chooses.

Discuss school. Be open enough that he can come to you with his problems. Most people who attended school years ago were afraid to tell their parents if they got into trouble. Don't make the same mistakes your parents made.

You can help your child be secure in his identity by discussing your own moral views with him. Educate him in what you believe is right; tell him what you believe is wrong. Don't leave this most important of parental responsibilities to the school.

A child who misbehaves in school is trying to tell you something. He may be asking for more attention, or telling you that he doesn't think much of himself. He may be telling you he is bored with school, or that he has a health problem which keeps him from learning.

If your child is misbehaving, try to find out why. Don't just punish him — chances are the problem will reoccur. But do hold him responsible for his actions. Make sure he understands that he has the responsibility to allow other people to exercise their rights to an education.

Just as you require your child to respect the rights of others, demand that school officials and other students show him the proper respect.

If you believe the school is not serving your child adequately, stand up for his right to a humane education.

Every person, regardless of his income or ability, has the right to like himself. Everyone is entitled to be *somebody*.

5

two. who's who in schools

Schools are not merely buildings, gymnasiums and textbooks. Schools are *people*. These people, their jobs and personalities, can have an important effect on your child. If they perform well, your child will learn. But if they fail to perform their jobs adequately, your child's education will be damaged. Here are the types of people who are hired to help educate your child. The Student Rights Center (223-8228) may be able to help you deal with them.

TEACHERS. Teachers are easily the most important people your child will come in contact with in school. A teacher's interest in your child will help him overcome many problems. His lack of concern might create more problems for your child. You should know your child's teacher and communicate with him regularly.

Qualifications

Your child's teacher should hold a teaching certificate from the state of Ohio in the subject he is teaching. (Make sure your child's teacher is certified in the course he teaches).

When a teacher enters the Dayton school district, he is evaluated by his principal at least twice a year for the first two years. The principal observes the teacher to see how he is progressing and how his students respond to him.

After two and a half years of teaching, a teacher may apply for an eight-year professional certificate from the state of Ohio. To get such a certificate, the teacher must have passed 18 credit hours of college courses beyond what it took to get his first certificate. When a teacher applies for this certificate, he is *formally* evaluated.

Tenure

This procedure is important, because once a teacher gets his eight-year certificate, he may apply for *tenure*. Tenure is a special kind of job security available to teachers. It is harder to dismiss a teacher with tenure than one who does not have it. A teacher with tenure may be dismissed only if he has practiced gross immorality, is grossly inefficient, has willfully violated rules and regulations within the school, or for other just cause. *(Sec. 3319.16 Ohio Revised Code)*. These are difficult charges to prove.

Obviously, the hiring of teachers and the granting of tenure are very important. At this time, only professional educators are involved in this process. Some people believe the consumers of education — students and their parents — should participate in the hiring and granting of tenure.

Accountability

Teachers are public employes. They are responsible to you as a taxpayer. Do not hesitate to call upon them if you are concerned about your child's progress. Either visit the school or call the teacher at school and leave a message. He should return your call when his class is over.

Many teachers complain that parents do not seem to care about their children because they rarely come to the school or communicate with the teacher. But some teachers do not do enough to communicate with parents. Make sure your child's teacher knows you. If you contact a teacher and he fails to respond or does not show you the proper respect, contact the principal.

If you are dissatisfied with a teacher's performance or attitude, discuss it with the teacher. If you are not satisfied, speak with the principal. If you still are not satisfied, you may file a *formal grievance* (a written complaint to which you must sign your name) with the principal. The grievance will be handled by the Department of Staff Development, headed by Dr. Thomas Graham. (461-3850 Ext. 266)

Charges against a teacher must be proven. They should be documented by visits to the school and observations of the teacher's classes. A special section of this handbook includes a checklist of what to look for when you visit the school. (See page 10).

You have the responsibility to express your dissatisfaction if you believe the teacher is not doing his job . . . But if you are pleased with your child's teacher, it doesn't hurt to express that feeling to the principal.

SUBSTITUTE TEACHERS. If your child's regular teacher is ill or cannot be at school, the class will be taught by a subsitiute teacher. There are some substitute teachers who can relate to a class and teach it. But the mere fact that substitutes move from school to school limits their effectiveness. Sometimes they are no more than babysitters.

If the regular teacher is absent so often that your child has a succession of substitutes, you should complain (loudly) to the principal and the Department of Staff Development. (461-3850 Ext. 226).

COUNSELORS. The counselor is trained to counsel your child on matters of learning and behavior.

He is *not* a disciplinarian. He does not decide on the punishment your child gets if he has broken a rule. Rather, the counselor should help your child improve his behavior.

Counselors are trained to interpret test results for you and your child. They are supposed to work with your child as he selects his courses for the coming years.

Since there are relatively few counselors (about one for every 400 children), the counselor may not automatically see your child. *Make sure your child receives his services.* Make a point to know your child's counselor and to discuss with him your child's achievement and behavior.

No counselor should choose your child's courses for him — nor should he prevent your child from taking the courses he wants to take. (See page 15).

VISITING TEACHERS. Visiting teachers often have counselling certificates and extra knowledge of school law.

Visiting teachers investigate truancy cases. They also determine whether you must pay tuition if residency is in question.

Visiting teachers are supposed to be your liaison with the schools. If your child appears to have psychological problems, a visiting teacher may refer you to an agency for help. If you cannot provide clothing for your children, a visiting teacher should help you find an agency to help. If your child misses school frequently, a visiting teacher will meet with you to find out why. He also is the person who will compile the legal information to take you to court if you do not send your child to school (see **Compulsory Attendance**, page 17). If you believe a visiting teacher could help you, contact the school or call the visiting teacher's office. (461-3850 Ext. 251).

SCHOOL NURSES. A school nurse should visit your child's school at least once or twice a week. Some schools with special programs have nurses on duty daily.

The nurse will check your child's hearing, vision, and teeth from time to time. She also will perform a tuberculin skin test on your child in the first and sixth grade. If she finds a health problem, she will contact you. You should then seek help from your family doctor or from a health clinic. (A list of health clinics appears on page 31).

If your child has a special health problem that you feel the school should know about, contact the principal and the child's teachers. Also ask what day the school nurse is in the school and call, visit, or send a note outlining your child's problem.

A school nurse may visit your home if she doesn't receive a response from you. She may also help you find help with other agencies.

No school official may give your child unprescribed medication in school.

In special cases, however, a school official may take the responsibility for giving your child prescribed medication during school if you request it. It is better to avoid this if you can.

SCHOOL PSYCHOLOGISTS. There is a psychologist assigned to your school. It is his job to help improve the learning atmosphere. A school psychologist works with groups of teachers to help them improve their understanding of students. He also works with children individually and in groups.

A child is referred to the school psychologist by his teacher or principal. If your child has a behavior problem, the school will get your *consent* before referring him. If you feel your child could benefit from a psychologist's help, *ask the school* to have the psychologist meet with your child. The only stipulation is that your child's problem be one that shows up in school.

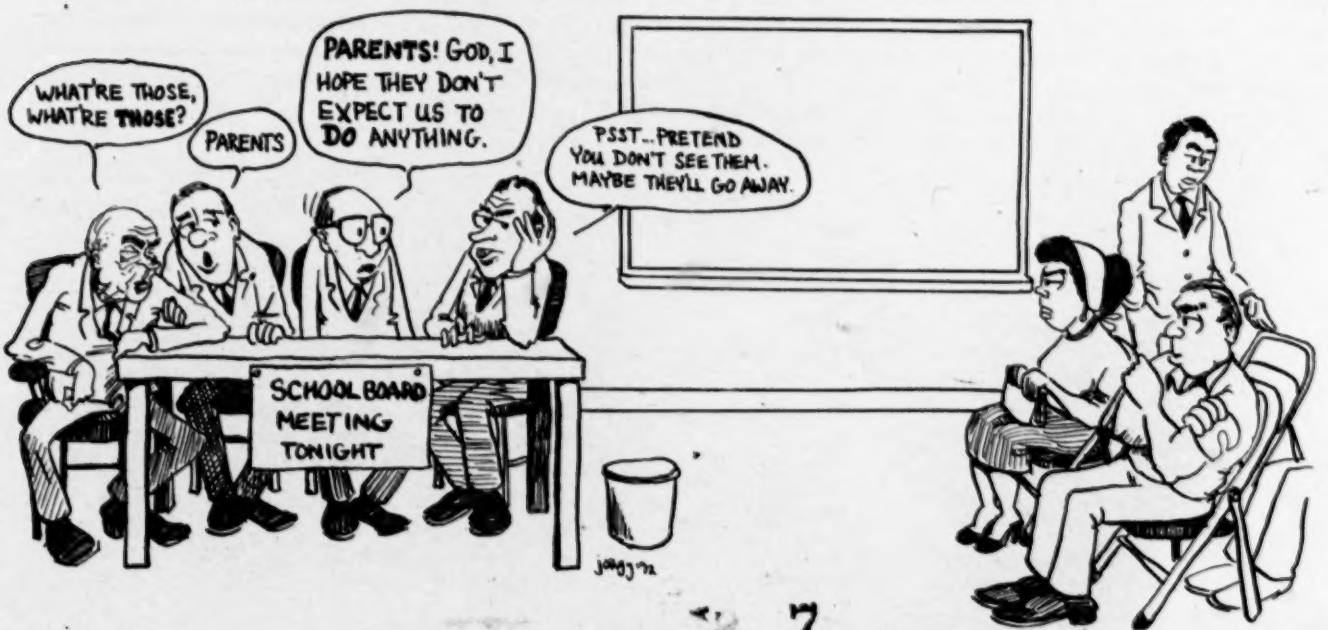
School psychologists also may see your child to test him for possible placement in Educable Mentally Retarded Classes *if you consent.* He also may evaluate your child if you request underage admission to the first grade or if the school is considering accelerating your child.

If your child has deep-seated psychological problems in and out of school, you should consider more nearly complete psychological help. Help is available in some health clinics or from private psychiatrists and psychologists. (A list of clinics is on page 31).

SCHOOL-COMMUNITY COORDINATOR. There might be a school-community coordinator at your school. He coordinates the work of the school with parent and community organizations.

The school-community coordinator also may arrange for visits by teachers to your home. They are interested in finding community talent: they may send out questionnaires asking you if you have a particular talent or experience you can share with children. They may solicit your help as a volunteer.

The school-community coordinator is another liaison between you and the school. He should be out in the community where you can meet and talk with him.


WHAT'RE THOSE, WHAT'RE THOSE?
PARENTS
PARENTS! GOD, I HOPE THEY DON'T EXPECT US TO DO ANYTHING.
PSST.. PRETEND YOU DON'T SEE THEM. MAYBE THEY'LL GO AWAY.
SCHOOL BOARD MEETING TONIGHT

SECURITY GUARDS. Many Dayton schools employ private security guards to protect the students and staff from people who may disrupt the school. They patrol parking lots and school entrances. They also are supposed to stop disruption among students within the building. They may arrest students or others they see breaking the law.

A security guard is *not* a disciplinarian. He has no power to decide whether a student should be suspended, although information he provides may be used in a suspension proceeding. He certainly has no right to harass or intimidate your child. A security guard who exceeds his authority should be reported immediately to the Visiting Teachers Dept. (Mr. Loren Roberts) (461-3850, Ext. 251).

PRINCIPALS and ASSISTANT PRINCIPALS. Principals are usually (but not always) chosen from the ranks of teachers in the school system.

The principal is the No. 1 authority within the school. His office is where the buck is supposed to stop.

A principal's duties are varied and he and his assistants divide the work among them. The principal is supposed to know what is happening in classrooms. He should work with teachers to help them teach in the best way possible. The principal is responsible for communicating school matters to parents and the community. He must see that the school building is clean and well cared for. The principal also is responsible for discipline. Only he (and the superintendent) can suspend students (although he may not expel them.)

When you speak to the principal or assistant principal, remember that he is responsible for all these things. Make sure he gives you an answer to your questions. If he tells you he has to check with central administration before giving you an answer, tell him you will wait until he gets that answer.

Different principals have different priorities. Some principals feel their first responsibility is to their staff. Others feel it is to the students and the community. A good principal will listen to your suggestions and work with you to implement them. He will consider your interest an asset. A principal who does not do this is not a good principal.

Obviously, even the best principal cannot work miracles if the teachers and students do not cooperate. But a principal sets the tone of a school. If he does not show you the proper respect or does not give you straight answers, contact his immediate supervisor, the Unit Director (461-3850 Ext. 241).

UNIT DIRECTORS. There are three unit directors in the Dayton Public School System. They are David Carter, Robert Hoover, and George Jackson. Each unit director supervises a group of schools and programs. They are supposed to make sure that school policy is carried out and that the schools function smoothly. (461-3850 Ext. 241)

CENTRAL ADMINISTRATION. Employes of Central Admnistration, 348 West First Street, (461-3850), are responsible for the operation of the entire school system. If you have questions orcomplaints about any area of school problems that the principal cannot answer, contact central administration. Wherever possible, this handbook indicates who should be able to answer your question or complaint.

Remember, the employes of the school system are responsible to you as a parent. You should be treated with respect by everyone, including secretaries. Sometimes the divisions of central administration offices make your search rather confusing. *Don't be put off.* You have a right to know and you should exercise that right.

EXECUTIVE COMMITTEE. Supervisory personnel are responsible to the executive committee. The committee has six divisions: Business Operations; Curriculum Development; Administration; Management Services; Staff Development; and Student Development. Each committee member is responsible to the Superintendent.

SUPERINTENDENT OF SCHOOLS. The Superintendent of Schools, Dr. Wayne M. Carle, is hired by the Board of Education. The superintendent is responsible for the operation of all school services and the execution of policies set by the Board of Education.

He alone can expel a student, subject to an appeal to the Board of Education.

BOARD OF EDUCATION. These are your elected representatives. The board sets policy for the school district in accordance with state law. The board controls budget expenditures, buys textbooks, and approves curriculum programs and new policies.

The Board of Education has seven members, elected at large to four-year terms. If you have a complaint that has not been resolved, contact a member of the Board of Education. (The names, addresses, and telephone numbers of board members are listed at the back of this handbook).

It is good experience to attend a Board meeting. The Board meets once a month on Thursdays at 7 p.m. at Patterson Cooperative High School, 118 E. First Street. (For more information, call 461-3850). At each meeting, time is devoted to hearing what the public has to say. If you have a complaint or believe certain policies should be changed, you might present your views at a Board meeting. Give a copy of your statement to each Board member and each press representative.

STATE BOARD OF EDUCATION. The state Board of Education has 23 members, elected from districts across the state. The state board hires the State Superintendent of Public Instruction. It administers state funds appropriated to education. It also sets minimum standards for schools which comply with the state legislature's rules. Minimum standards control items such as physical plant of the school, the curriculum, health services, number of students, etc.

A school which appears to violate the minimum standards is investigated by the state board's staff. The state board of education charters high schools and can revoke a charter if the school does not meet minimum standards. If you believe your school does not meet minimum standards, contact the Ohio Department of Education. (614-469-4838).

SCHOOL OBSERVATION CHECK LIST

	Yes	No
Are school grounds free of litter?	☐	☐
Are school grounds free of safety hazards?	☐	☐
Are exits clear?	☐	☐
Are hallways free of litter, hazards?	☐	☐
Are restrooms clean?	☐	☐
Equipped with towels, soap, etc.?	☐	☐
Is cafeteria clean?	☐	☐
Equipped with waste receptacles?	☐	☐
Is playground supervised?	☐	☐
Safe playground equipment?	☐	☐
Are classrooms pleasant?	☐	☐
Decorated with childrens work?	☐	☐

* * * * * * * * * * * * * *

Are most students participating in discussions?	☐	☐
Do students appear interested?	☐	☐
Is the teacher enthusiastic?	☐	☐
Do teachers welcome you?	☐	☐
Do teachers work with students after school?	☐	☐
Does teacher leave class unattended?	☐	☐

Do students like their classes?

Why or why not?

How many students are in the hallways during class?

Why?

How many students are in the restroom during class?

Are they cutting class?

What kind of discipline procedures are used?

How many students are sent to the principal's office for disciplining?

How many students are paddled?

How many students are suspended per week?

Additional comments:

three. visiting the school

Notes from school, newspaper articles and rumors in the community cannot tell you as much about a school as a personal visit. In just a few hours you can see how the children feel about the school, and how the teachers feel about the children.

PREPARATION

Your visit to the school will be more productive if you are prepared.

****Know what you want.*** If your child is having discipline problems, know what rules he is charged with breaking. Study the state law that may apply in the situation. (See page 17). If you feel a rule should be changed, think about possible alternatives.

****Talk to your child.*** From his attitude you should be able to determine whether he likes school or not. Ask him whether he thinks his classes are too easy or too difficult. Ask him about his teacher and his fellow classmates. Does *he* think he is learning enough?

****Talk to other parents.*** Have their children encountered problems in the school? What do they like about the school? What do they dislike?

****Write down questions before you go,*** so that you can refer to your notes while at the school.

THE VISIT ITSELF

****Never go alone.*** Ask someone else, perhaps another parent or a relative, to go with you. Taking another person with you is important: School officials find it harder to say "no" to two people than to one. Another person can act as your witness to what is said. A Student Rights Center ombudsman will go to the school with you if you request it. You can contact an ombudsman by calling 223-8228.

****Take notes.*** Take notes on your observations and your conversations with school officials. If possible, write an account of your visit and send it to the principal. Ask that it be placed in your child's file.

****Follow through.*** If you make a request, check back for further action. Make sure the school official gives you a straight answer. Do not allow the principal or teacher to stall for time. They may think you will forget about your complaint. *Don't forget.* If you can't get satisfaction from the person with whom you are dealing, contact his supervisor.

OBSERVATIONS. School officials say they welcome all parents to the school at any time. Take advantage of this "open door" policy. If you want to observe your child's classes, you don't need to make an appointment. Just go to the school. Go to the principal's office to inform him that you are there. If a hall monitor or security guard questions you, tell him you are a parent and are going to the principal's office. If you are denied admission, complain immediately to the Unit Director. (461-2850 Ext. 241).

****Go with an open mind.*** Try not to form judgments before you go to the school.

****Notice the things around you.*** A checklist of things to look for when you go to the school is on page 10. Look at the buildings and grounds — are they clean, are there obvious safety hazards? Are exits clear? Look at the way the students react to the teacher — do they appear interested or bored? Does the teacher appear to like the students? Does she work with them after school? Are there students in the halls during class? Ask them why they are there. Check out the washrooms. Are students hiding there? What are they hiding from?

If your school observation raises questions, ask them. If you believe some things should be changed, make these suggestions to the principal. Make sure he follows your suggestions or gives you a valid reason why he cannot. Follow through on suggestions until you are satisfied.

You may want to discuss your child's progress or behavior with a teacher or the principal. To do this, request a conference. There are two kinds:

PARENT-TEACHER CONFERENCE. You should have a conference with your child's teacher at least once a semester — but more often if you think it necessary. Either the teacher or you may set up an appointment for such a conference.

****Make sure the teacher gives you enough time*** and privacy. The National Education Association says a good conference will take at least a half an hour. If you can't find a baby-sitter, bring your children with you.

****Don't be content*** with being told your child is "doing fine." Ask to see your child's cumulative record (See page 18).

****At a parent-teacher conference*** the teacher should:

- —Explain your child's cumulative record, his report card and test scores
- —Tell you how your child is progressing in reading and mathematics
- —Pinpoint your child's strong points and weak points
- —Tell you what your child should be learning that year
- —Explain the homework policy
- —Tell you how you can help your child at home.

If possible, write an account of this conference and send it to the teacher. Ask that it be placed in your child's file.

DISCIPLINE CONFERENCE. If your child is suspended from school, you should receive a notice from the school stating the length of the suspension and the reasons why. (See also page 19) If you get such a letter, immediately call the school to

arrange a conference with the principal as soon as possible. Often when parents go to the school their children are readmitted to school sooner. (See suspension and expulsion, page 19, 20).

Every day your child misses school decreases his chances to learn. Make sure you get a conference with the principal *as soon as possible.*

Suspension is supposed to be a last resort — it is only supposed to be used after all other methods to change your child's behavior have been tried. A suspension notice should not be the first time you hear that your child is misbehaving.

****Make sure all people involved are present.*** You can't discuss anything unless all people affected are there.

****Stick to the point of the conference.*** You may sympathize with teachers and principals when they tell you how difficult their jobs are. But make sure you get a clear reading of the problem that brought you to the school, and a clear understanding of what is going to be done in the future.

****Stick to the present situation.*** Teachers and principals may attempt to bring up your child's past record. Some of this may be relevant if it helps explain recent problems. But talking about what your child did last year only keeps you from discussing the present situation. Repeat that you are at the school to determine a course of action for this particular situation.

****At no time should your child be compared*** to his sisters or brothers or other relatives. They are not the issue. No principal or teacher should make disparaging remarks about you or your home.

****Get a straight answer.*** Teachers and principals may not want to criticize each other's methods. Do not be put off. Make sure the principal makes a decision about what should be done in the future.

****Don't be intimidated.*** School officials can use your insight in understanding your child. Don't be afraid of making mistakes in grammar. Don't be overly concerned about your clothes. School officials need your opinions. Make sure you make them known.

****Make sure you are not the problem.*** Try to be fair. Don't criticize your child at the conference. Don't immediately assume that the teacher or principal is wrong. Listen to all sides and then make your own decision. Above all, don't consider a discipline conference as a test of you as a parent. Your child's education is what is important.

HOW'D I DO?
WELL, MISS KRENWINKLE, YOU GOT A B-MINUS IN PUPIL RESPECT, A 'C' IN DEPORTMENT, A D PLUS IN NERVOUS GLANCES AT THE PARENT IN THE BACK, AND I'M AFRAID YOU TOTALLY FAILED RELEVANCE.

four. what your child learns

If children enjoy their classes and feel they are learning skills they can use in later life, they are less apt to be frustrated with school. They also will learn more. But if classes are boring or don't seem important, students are more likely to cut classes, skip school, and cause trouble.

You should be concerned about the subjects your child is taught and the methods used to teach them. You should be concerned about the practical value of what your child is learning.

The facts and figures of a particular course are not as important as the skills your child acquires from them. Make sure your child is getting skills he can use. Does he know where to go to find information? Can he analyze information he has received? Can he read? Does he ask good questions?

There are a number of jobs that will be available in the near future. Technical jobs in fields such as media, ecology, space, oceanography, modern architecture, new medicine, etc. Is your child being prepared for one of these jobs? Or is he being trained for a job that will become obsolete? These are questions parents must consider. If your school does not appear to be planning for the future, raise your questions with teachers and parent groups.

CURRICULUM (course of study) *DEVELOPMENT.* Courses are designed by Curriculum Development Department committees, which also help teachers understand the new methods courses may require. For the most part, curriculum committees are made up of *teachers* and *supervisors.* Occasionally, parents and students are asked to advise these groups.

Committee members research ways to teach a subject. They design the curriculum (course of study), and suggest the textbooks and other material to be used in the courses. Curriculum committees also devise ways to check whether the methods and textbooks are successful.

The Board of Education makes final approval of new courses of study.

WORKING WITH YOUR CHILD. You have a special role in making sure that your child is acquiring skills he can use. The role requires you to know what your child is studying. Look at his homework assignments and how he completes them. Help him if he is having trouble.

Do not let your child pass from year to year if you know he is not learning. Talk to his teacher about his problems. Perhaps he has already pinpointed what needs to be done and will tell you how to help. If he isn't prepared to tell you why your child isn't reading or doing arithmetic well, make sure he finds out.

Do not rely on letter grades to tell you how your child is doing in school. Make sure you know how well he can perform outside of school. That is what really counts.

TEXTBOOKS. Look at your child's textbooks. How old are they? If they are more than five or ten years old, find out why. The amount of information grows so rapidly that no child should have to use a book that is obsolete. In what condition are your child's textbooks? If they are ragged and torn, protest to the school and the board of education.

Try to analyze the textbooks. Do they have information about minority groups? Are there pictures of adults and children of different races and national backgrounds? Do history books present enough Black history? Do literature books present stories and poems by and about minority groups? You may also be concerned about the way women are presented. Are women always treated as passive observers of male activities?

A child's textbooks can tell a great deal about the school system's ideas of education. Make sure you know what is in them.

PROMOTION AND "FAILURE". A number of elementary schools group children according to achievement rather than age. Children in these schools are not in the "first grade" or "second grade," but are in a particular *unit.* Children of different ages may all be students in the same unit.

This kind of grouping is supposed to help students work at their own rates in each subject. The question of whether to promote a child or "fail" him rarely comes up in schools divided this way.

However, some schools still have a "first grade," a "second grade" and so on. A teacher may decide to hold back your child, in which case you should be called to school for a conference.

When deciding whether to allow your child to be promoted or held back, find out why the teacher wants to keep him back. Then consider these two thoughts: A child who has not developed enough to keep up with his classmates may be frustrated because his work is too difficult and may fall further behind. However, a child who believes he has "failed" can be hurt just because he loses confidence in himself.

Keep in mind that children rarely fail; rather, adults fail them. If you believe the school has not done its job, say so. Whatever you decide, help your child to accept the decision. Make sure he does not believe he is a failure.

UNDERAGE ADMISSION TO FIRST GRADE. Ohio state law says children may be admitted to kindergarten if they are five years old by September 30 of the year they are starting school. If your child turns five in October, November, or December, he will not be admitted to kindergarten until the following year. However, once your child is admitted to kindergarten, you may apply for underage admission to the first grade. An application may be obtained from the Student Development Department

GRADUATION CHECK LIST

COURSE	CREDITS:
English	_____
English	_____
English	_____
(three credits required)	
Social Studies (American History)	_____
Social Studies (civics & social problems) (Two credits required)	_____
Mathematics (one credit required)	_____
Science (one credit required: must be taken in 9th or 10th grade)	_____
Phys. Ed./Health	_____
Phys. Ed./Health	_____
Phys.Ed./Health	_____
Phys. Ed./Health (one credit required; ½ of it in health)	_____
ELECTIVES: (9 credits required):	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL (17 credits required to graduate)	_____

MAJORS: (six semesters or 3 credits in related course)

1. _____
   _____
   _____ TOTAL CREDITS _____
2. _____
   _____
   _____ TOTAL CREDITS _____

MINORS (four semesters or two credits in related course)

1. _____
   _____ TOTAL CREDITS _____
2. _____
   _____ TOTAL CREDITS _____

(461-3850 Ext. 243). Your child will be observed in his classroom, tested, and seen by a psychologist. However, few children are admitted to first grade early.

ACCELERATION. In some instances, children are permitted to skip a grade. This is done infrequently. School psychologists who test such children consider not only their intelligence but also social factors like the child's size and emotional maturity. You may request that your child be accelerated. He will not be unless you *consent.*

GRADES. Make sure you and your child both understand that the purpose of going to school is to *learn* — not to make good grades. Grades are merely an arbitrary measure based on the observation of one teacher. Too many children have been made to feel inferior when they have not achieved the grades their parents or schoolmates feel they should have.

You should have some indication of what your child's abilities are. If he receives grades that are lower than his usual marks or do not correspond to his ability, discuss the matter with him. Realize that grades often are a comparison of your child to the rest of his class. They may not reflect the goals your own child has and how far he has gone toward accomplishing them.

If your child believes his grades are unfair — or based on factors other than academic performance — he should question the teacher. The grade could be a mistake.

If your child is not satisified after a conference with the teacher, you and your child should complain to the principal. If you don't get a satisfactory response, file a formal grievance (see page 6).

CAREER MOTIVATION.

Help your child choose his goals at an early age. His goals may change from year to year — that is natural. The important thing is that he have a goal in mind. The goal itself is not too important — as long as your child realizes that certain skills are needed for every job . . . and works to acquire them.

A child who does not have definite goals may just drift. Don't let him go through school without some idea of what he wants to do with his life.

GRADUATION REQUIREMENTS.

The Dayton Public Schools require students to take certain courses to graduate from high school. These requirements are similiar to state standards.

Basically, Dayton schools require three years of English, two years of social studies (one year in United States history and one year in civics and social problems), one year of science (which must be taken in the 9th or 10th grade), one year of mathematics, and usually four years of physical education and/or health,

Among his courses, a student must have two *majors.* A major

is six semesters or three credits in related courses. Three credits in English, mathematics, science, business, vocational courses or any other related courses are a major — and a student must have two. He also needs two *minors.* A minor is four semesters or two credits in related courses.

A student must have 17 credits to graduate. Most courses taught a full year give one credit. But some — especially business and vocational courses — may give more. Keep track of the credits your child has received. Make sure he schedules the right classes to allow him to graduate.

The requirements for high school graduation are broad. But your child will need specific skills to do well in college or a job. He should choose courses that will fill graduation requirements *and* give him the skills he needs.

The Dayton Public Schools do not designate high school courses in categories such as College Preparatory, Business, Vocational and General. But the courses your child chooses may put him in one of these categories.

If your child wants to be a clerical worker, he should schedule business courses such as typing, shorthand, business machines, etc. If your child wants a job in a special craft, he should schedule the vocational courses which might prepare him, such as electronics, drafting, etc. If your child wants a job that requires a college degree, he should schedule courses that will not only meet the requirements of the college he wants to attend, but will help him develop the skills he will need to succeed in college and his future job. Your child's counselor should know what courses will help in all fields and should help schedule them.

Above all, your child should *not* choose a general-oriented course of study. Jobs are available to people with skills; *there are no general jobs.* Courses with general tags may be easy, but they may not provide your child with the skills he needs.

ROLE OF THE COUNSELOR. Your child will begin to choose his high school courses in the eighth grade. A brochure of available courses is distributed to eighth grade students. You may obtain one at other times by contacting your child's counselor.

The counselor is not supposed to choose your child's course for him. *Do not sign* the "Election and Registration" form unless you believe that the courses listed are the courses your child needs.

A counselor is supposed to advise, not decide. If he believes a certain set of courses is too difficult for your child, it is his job to say so. But if your child believes he has the ability to complete the courses, *it is your right and duty to make sure he takes them.* Test scores and previous grades might be helpful in deciding. But don't overlook the importance of motivation. A child who has a goal in mind may be capable of completing courses even if he has had poor grades previously.

Your child should never be sold on a course because it is "easy." The important question to ask when choosing a course is, "Will it give me the skills to achieve my goals?"

COLLEGE. No counselor should dissuade your child from applying for college by telling him he can't afford it. Scholarships, grants, loans, and work-study programs are available to most students. Minority group and low income students are eligible for special programs.

Discuss the possibility of college early. Even if your child is uncertain, make sure he takes the kinds of courses which will prepare him for college if he decides to go.

College entrance requirements are being revised. The only entrance requirement for most state-supported universities is graduation from an accredited Ohio high school (although grades and class standing are taken into account).

Your child may want to attend a private college with high academic standing. These colleges may require that he take certain courses in high school. One private school (Northwestern University) suggests that students take four years of English, two to four years of a foreign language, three to four years of mathematics, one to two years of a laboratory science (like biology, chemistry, or physics), and two to four years of history and social studies.

ENTRANCE TESTS. Some colleges also require students to take certain tests to be admitted. Two of the most popular tests are the American College Test (ACT) and the Scholastic Aptitude Test (SAT), also known as the "College Boards."

Your child's counselor knows when and where these tests are given. Applications for them should be available in the school.

The counselor should also tell your child when and how to apply for financial aid.

If the counselor does not know these things, or if your child does not understand them, *go to the school and talk to the counselor.* No counselor should be ignorant of these procedures. He should not fail to share this information with your child.

Here is a rough schedule of what needs to be done for college entrance and when most schools require it:

Junior year, spring: Decision on where to apply
Senior year, autumn: Write to colleges for bulletins, applications
Senior year, autumn: Complete applications, send them in
Senior year, Nov., Dec.: Take college boards
Senior year, Feb., Mar.: Apply for financial aid

JOB PLACEMENT. Students who want jobs immediately after graduation should plan for them. Watch for career days, when representatives of local business will speak about job openings.

Your child should meet with his counselor to discuss the job he wants. The counselor may help him find a job.

TESTS

Along with classroom tests designed by teachers, schools administer standardized tests to different groups of students.

The Dayton Public Schools have suspended most standardized testing for at least the 1972-73 school year. The only tests given will be those for reading and mathematics programs, and those especially requested by teachers.

Standardized tests attempt to measure (1) a child's capacity to learn subjects as they are now taught in schools, or (2) what a child has learned in class.

But standardized tests can't measure your child's intelligence (no one is quite sure what intelligence is). Similiarly, standardized tests cannot measure your child's achievement in areas beyond the narrow scope of the test questions.

A number of educators have suggested that the so-called Intelligence Quotient (IQ) tests — as well as some achievement tests — are racially and culturally biased. Educators say the tests ask questions which relate to students who are white and middle class — questions which are unfair to minority groups or low-income students.

Keep this in mind when considering test scores. Ask if the test has been analyzed for racial or cultural bias. Remember that most tests (except criteria-reference tests) compare your child to other children. They may not measure how well your child is progressing toward his own personal goals.

Some of the different types of standardized tests given in schools are:

FUNCTIONING ABILITY. These tests, which are sometimes called IQ tests, attempt to measure a child's capacity to perform in school the way it is now. Low scores often are interpreted to mean a child may have difficulty in school. High scores suggest that he has the ability to do well. But functioning ability tests may be influenced by factors that have nothing to do with intelligence. Your child's background, his feelings about the person giving the test, or his health or attitude at test time might influence his scores.

ACHIEVEMENT. Achievement tests attempt to measure what your child has accomplished in school in relation to other students who have taken the test. When your child is given an achievement test, ask what knowledge it is supposed to measure. Does the teacher know why your child performed the way he did? Test scores are meaningless if they cannot show what skills your child needs.

CRITERIA-REFERENCE. This kind of test attempts to measure the skills a child has. A criteria-reference test compares a child with himself, not with other students. The test results are supposed to pinpoint problem areas and the teacher is supposed to work on these areas with your child. At the end of a certain period, the child is tested again to see if he has acquired these skills.

MEASUREMENT. A number of measures are used in scoring tests. A functioning ability test may have an *IQ score*, which can range from below 50 to above 150, with 90 to 110 considered average.

Test scores also may be given in *percentiles.* This method of scoring ranks students on a scale from one to 100. Students scoring in the 75th percentile, for example, scored higher than ¾ of the students who took the test, and lower than ¼ of the students who took the test.

Tests using *stanine* scores divide all students who took the tests into nine groups. Stanines 1,2, and 3 are considered below average; stanines 4,5, and 6 are considered average; stanines 7,8, and 9 are considered above average.

Tests are merely aids. They can never be fully accurate. Test scores should never be the only factor used to decide what courses your child should take. The scores may suggest how simple or difficult your child may find a course. But no counselor should ever attempt to exclude your child from a course solely on the basis of test scores.

five. you, the law, and education

Many aspects of school life are controlled by state law. This section outlines some of the laws you should know about.

COMPULSORY ATTENDANCE. The state of Ohio requires all children between the ages of six and 18 to attend a school which meets the minimum standards set by the state. At age 16, a child may leave school if he has a work permit. If a child graduates from high school before age 18, he need not attend school. *(Sec. 3321.01 and 3321.03 Ohio Revised Code)*

Parents and guardians are legally responsible for their children's school attendance. A parent who fails to send his child to school may be prosecuted under one of two laws: (1) The Prosecutor may charge him with "Failure to Send a Child to School" *(Sec. 3321.38 Ohio Revised Code)*. If convicted under this law, a parent may be required to post bond of $100 as assurance that his child will attend school.

(2) Parents who fail to send their children to school also may be charged with "Abusing or Contributing to the Dependency, Neglect, or Unruliness of a minor" *(Sec. 2151.41 Ohio Revised Code)*. If convicted, a parent may be subject to a fine of up to $1000 and/or up to 12 months in the workhouse.

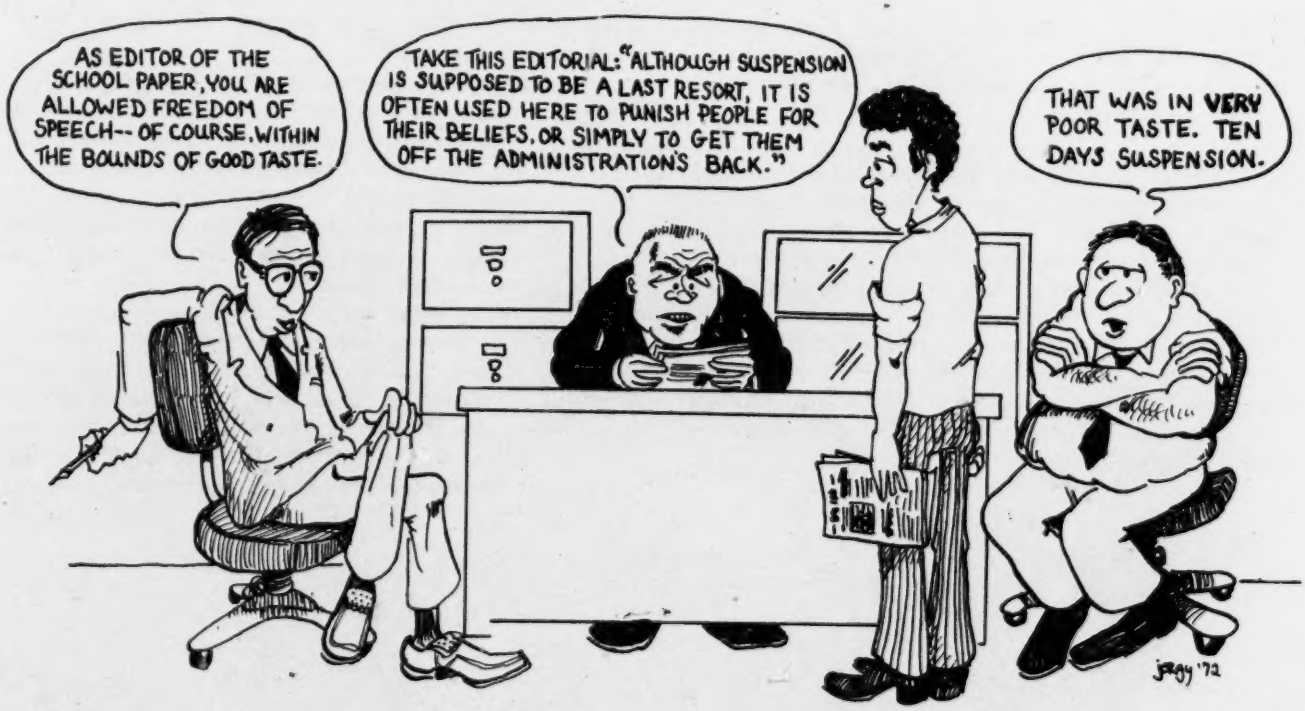
If your child is repeatedly absent without an excuse, a visiting teacher will investigate. He will meet with you to determine the reason why your child has not attended school. If the absences persist, the visiting teacher may send you a written complaint warning you of the legal consequences of not sending your child to school. *(Sec. 3321.19)* If your child still fails to attend school, the visiting teacher may file a complaint with Juvenile Court.

Try to find out why your child won't go to school. Discuss the seriousness of the law with him, but do not force him to attend school unless you know why he doesn't want to go. There may be a teacher with whom he doesn't get along, or a learning problem which frustrates him. Children have been known to skip school because they feared physical harm or were ashamed of their clothes.

These problems may require a change of environment or professional help.

Some prosecutors and administrators have suggested that parents who cannot force their children to attend school should cite them to Juvenile Court. Certainly this step should not be taken lightly, since your family relationship may be severely affected.

ILLNESS. If your child is sick and must stay home from school, call the school the morning of your child's absence. When your child returns to school, send a note stating the reasons for the absence.


AS EDITOR OF THE SCHOOL PAPER, YOU ARE ALLOWED FREEDOM OF SPEECH-- OF COURSE, WITHIN THE BOUNDS OF GOOD TASTE.
TAKE THIS EDITORIAL: "ALTHOUGH SUSPENSION IS SUPPOSED TO BE A LAST RESORT, IT IS OFTEN USED HERE TO PUNISH PEOPLE FOR THEIR BELIEFS, OR SIMPLY TO GET THEM OFF THE ADMINISTRATION'S BACK."
THAT WAS IN VERY POOR TASTE. TEN DAYS SUSPENSION.
JEGY '72

... TRUANT, MRS. ROBERTS. ATTENDANCE IS MANDATORY YOU KNOW.
WHAT ABOUT QUALITY EDUCATION?
THAT IS OPTIONAL.
PRINCIPAL
FOR SURE!
YOU TELLIN' IT LIKE IT IS, JACK.

MAKEUP WORK. A new administration policy requires teachers to make every effort to help students make up work they have missed, whether due to illness, disciplinary actions such as suspension or expulsions, or arrest.

IMMUNIZATIONS. Ohio state law *(Sec. 3313.671)* requires that all children be immunized against polio, diphtheria, pertussis (whooping cough), tetanus, and rubeola or rubella (measles). Your family doctor or a local health clinic can give your child these shots. Smallpox vaccination is no longer required by law. (A list of health clinics is on page 31.)

The school will send you a warning letter in October of your child's first school year if he has not received his immunizations. You also will be warned in November. If your child does not have his immunizations completed by December 15, he will be excluded from school.

SCHOOL RECORDS. There are three types of records that may be kept on your child:

(1) *The formal cumulative record,* an 8½ by 11 inch card, has your child's name and address plus all the courses he has taken, the grades received, and his absence and tardy marks. *You have a right to see this record.*

(2) *Health records* are confidential records, which you — because you are not a doctor or nurse — are not allowed to see.

(3) *Anecdotal Records.* Different teachers and counselors may keep records of your child's behavior, your visits to the school and any other pertinent information. Often these records are included in your child's file. You have a right to see these records. *If you feel the information in your child's records is erroneous, demand that it be corrected.*

WITHHOLDING of GRADES. The Public school system is required by law to furnish necessary textbooks free to your child (Sec. 3329.06). The law allows the school board to withhold the grades and credits of pupils for failure to pay for damages the student has caused to the school building or school property. If your child's grades and credits are withheld for this reason, make the school board prove that your child actually caused the damage to school property for which he is being charged.

This rule does not apply, however, to high school diplomas. A high school must give a diploma to every student who completes the requirements for graduation.

Many schools in the Dayton area require students to sell items like candy or magazine subscriptions to help defray expenses for school activities. It is questionable whether the school can withhold your child's grades if he loses or damages property he is supposed to sell.

RIGHT TO AN EDUCATION. Ohio state law provides for a system of free public education for all children. The Supreme Court in 1954 *(Brown vs. the Board of Education of Topeka)* said that education is a *right* which must be made available to all on equal terms. Since education is a right, it should not be taken away lightly by suspensions, expulsions or exclusions.

RACISM IN SCHOOLS. No realistic person would deny that racism has been a part of the public school system. Under federal law, federal grants may be cut off from school systems which allow discriminatory practices.

If you know of racially-discriminatory practices in school, report them immediately to the superintendent (461-3850) and the president of the Board of Education, Mr. James Hart. (256-7211)

If you are not satisfied with their reply, contact the student Rights Center (223-8228) or the Civil Rights Division, U.S. Department of Health, Education and Welfare, 222-Plaza Nine Building, 55 Erieview Plaza, Cleveland, Ohio 44114. (216-522-4970)

SEX DISCRIMINATION. It is illegal to deny equal opportunity to anyone because of his or her sex. No student should be prevented from taking a course because of his or her sex. Students should not be ridiculed for taking a course that doesn't fit into some other person's idea of what is "proper."

RELIGION AND PRAYER IN SCHOOLS. Supreme Court decisions *(School District of Abington Twp. v Schempp, 374 U.S. 203, 1963)* forbid non-denominational prayer and Bible reading as prayer in schools.

The Bible as literature or an objective study of different religions is allowed.

Non-Christian parents may be concerned about the presentation of Christian holidays like Christmas and Easter in school. Make your views known to the school board.

SUSPENSIONS. Ohio law authorizes the superintendent of schools or the principal of a public school to "suspend a pupil from school for not more than 10 days." *(Sec. 3313.66 Ohio Revised Code.)*

Neither state law nor Dayton Board of Education policy stipulates the specific reasons a child may be suspended. The reasons can vary from fighting or carrying a weapon to chewing gum.

Students have a legal right to an education. This right cannot be taken away as punishment for any act unless "due process of law" has been provided. But what "due process" for students requires in disciplinary situations is unclear.

Dayton schools are initiating a type of "due process" procedure in the 1972-73 school year. A student recommended for suspension will be given a chance to present his side of the story to the principal, who will decide what course of action to take. The procedure does not apply to students caught with weapons, drugs, or alcohol.

This type of due process procedure does not allow for an impartial judge. It does not allow a student to confront his accusers. But if your child is suspended, *make sure he has been able to tell his side of the story.*

If the principal decides to suspend your child, he must inform you *in writing* within 24 hours. The Student Development Department, in its "Guidelines for Suspension or Expulsion" requires the communication to include "a description of the behavior which made the suspension necessary."

That means that the suspension letter should say more than that your child was "unruly." It should have a clear description of the way your child allegedly misbehaved.

If you do not receive such a letter within 24 hours, go with your child to the school and demand that he be readmitted. (Don't send your child alone; he could be arrested for trespassing.)

The Board of Education's guidelines also provide that "Other methods of guidance and control should have been tried and the parents should have been apprised of the growing seriousness of the student's behavior." *Suspension is supposed to be a last resort.* If you have had no indication from the school about your child's behavior, question the principal about whether the suspension is, in fact, a last resort.

A suspension may not last longer than 10 days or until the end of the semester, whichever is shorter. The principal may ask you to a conference to discuss the problem which led to the suspension. If he does not request a conference, make sure that *you* do. There is a good chance that if you go to the school, your child's suspension will be shortened. However, you do not *have* to attend. If you do not, your child must be readmitted after 10 days.

A suspension may only last for up to 10 days. It is not contingent on any other act. For example, your child may not be suspended until he pays money he owes, or until he stops smoking, etc.

Determine the facts of the situation. If the school appears to be wrong, defend your child and work to change the school. But if the suspension appears justified and indicates a growing seriousness of behavior, work with him *and* the school to help him modify it.

If you need any more information, or would like an ombudsman to work on your case, contact the Students Rights Center (223-8228).

EXPULSIONS. Ohio law *(Sec. 3313.66 Ohio Revised Code)* allows the Superintendent of Schools to expel a child. An expulsion must not last "beyond the current semester." When a principal feels that an expulsion is necessary, he will suspend the student for 10 days and recommend to the superintendent that the student be expelled. If the superintendent agrees, an expulsion letter will be sent to you within the ten-day suspension period.

Expulsion from school is an extremely serious step. One example given in the "Guidelines for Suspension and Expulsion" which might be worthy of expulsion is "willful assault upon a teacher or student." Like suspension, other methods of helping the child should have been tried and failed.

If your child is expelled, you have a right to *appeal* to the Board of Education. *This right should always be exercised.* To exercise this right, call the Student Development Department (461-3850 Ext. 243) to arrange an appointment with Dr. William Goff. He will have a conference with you and your child, and will set a date for the appeal hearing before the Board of Education.

Above all, *try to have an attorney* at the hearing. If you cannot afford an attorney and cannot find an attorney who will take the case free of charge, contact the Student Rights Center (223-8228).

At the appeal hearing, demand that the principal present documented evidence or the testimony of witnesses concerning the behavior which resulted in the expulsion. If you think that the reasons for expulsion are unjustified, you should have witnesses of your own at the hearing to testify to the real facts.

If your child is expelled, he may return to school the following semester. The principal or guidance counselor may encourage your child to drop out of school. However, *he may not be legally prevented from re-entering school.*

If your child is expelled, he may need outside counselling or tutoring to help him keep up with his subjects. If you have questions or need help contact the Students Rights Center (223-8228).

FREEDOM OF EXPRESSION. If a school experience is a good one, it should promote an inquiring, questioning atmosphere. Students in school should not be afraid to test out new theories or to experiment with new ideologies. Your child's idea of good taste or good politics may differ from your own and that of the school. But the U.S. Constitution upholds his right to express any opinion unless that expression will cause a "substantial disruption" or "material interference" with school activities. *(Tinker vs. Des Moines Independent School District 393 U.S. 503, 1969).*

A student may distribute printed materials adjacent to the school but off school grounds. The school may not discipline him for this activity.

The Board of Education requires that students request authorization from the principal before distributing any material on school property. A request, with two copies of the material to be distributed, must be submitted to the principal at least two days before the time of distribution. Further, your child must have permission from the Superintendent of Schools to distribute any materials not written and signed by students.

Within the spirit of the *Tinker* decision, these regulations may be unconstitutional. But you and your child should realize that a person who challenges a regulation on constitutional grounds is guilty unless a *court* declares that the regulation is illegal. It often is difficult and expensive to get a constitutional issue before a court. Before challenging any such school regulation, you should consult an attorney.

Another way to deal with this problem is to request school officials to change these regulations so that your child's free speech rights are recognized. School officials should only be able to regulate the time and place of the distribution of written material so that a *substantial* disruption of school activities does not occur.

A student may wear political buttons, armbands, or other symbols of his beliefs so long as these symbols do not constitute a threat to the health and safety of other students or substantially and materially disrupt the educational process.

Try to understand your child's need to express his beliefs. Your child's opinions are part of his personality. As he struggles to develop a moral and political philosophy, work with him, challenge him, and support him in his efforts.

PHYSICAL PUNISHMENT. Ohio law *(Sec. 3319.41 Ohio Revised Code)* allows teachers, administrators, and other school employes to inflict reasonable punishment on a student "whenever such punishment is reasonably necessary to preserve discipline when such pupil is subject to school authority."

The Dayton Board of Education's guidelines on corporal punishment suggest that it be administered in the presence of an adult witness. The Board also suggests that such punishment should be "confined within the bounds of moderation, proportioned to the gravity of the offense, the apparent motive and disposition of the offender, and the age, size, sex, and physical strength of the pupil, and administered without malice or passion."

Punishment which leaves serious marks or injures the student is not reasonable physical punishment. You should question punishment which appears to be delivered in anger — such as a kick or a slap. File a formal grievance (see page 6) against any teacher, administrator or school employee who inflicts unreasonable corporal punishment on your child.

The term "reasonable" has been interpreted to give teachers wide leeway. No parent has ever won a suit against a teacher

in Ohio on the grounds that corporal punishment was unreasonable.

Some schools in the Dayton area are complying with requests from parents that their children not be corporally punished. If you believe corporal punishment is not for your child, inform the principal *in writing* of your belief, and request that you be called if a situation which might warrant corporal punishment arises. Although the school does not have to comply with this request, it doesn't hurt to make it.

If your child has a physical condition which may be aggravated by corporal punishment, by all means *inform the school* of it. Send a doctor's statement if possible. Make sure all your child's teachers are informed of this condition.

POLICE IN SCHOOLS. There are two types of police which may be in schools. First, there are private security forces employed by the school system (see page 8.)

Second, there are city police whose duty it is to enforce the law both within and outside school grounds.

City police have the same powers within the school as they do on the street or anywhere else.

QUESTIONING

City police must arrest a student before they can remove him from school without his consent or that of a parent or guardian. Board of Education guidelines suggest that a student may not be interrogated on school property without the knowledge of a school official. The interrogation must be in private with school representation. The Constitution fully protects the student's right to remain silent at all times. Anything a student says in such an interrogation may be used in a future prosecution. He may give his name, address, age, and the reason for his presence in the school. However, he should refuse to answer any further questions without first consulting an attorney.

Your child should not be released to police custody without your knowledge and consent unless he is under arrest. If your child is arrested in school, the school should inform you immediately.

If a student is arrested, the police have a right to search him. Even if he has not been arrested, the police have a right to "frisk" him if they are about to question him and have reasonable cause to believe he is carrying a concealed weapon. These are the only situations in which police may search your child. School officials do not have the authority to consent to a search of your child.

MARRIAGE AND PREGNANCY. If your child marries while enrolled in school, he or she may continue to attend school under the same conditions as any other student. The state of marriage does not excuse your child from attending school.

If your daughter becomes pregnant, she may choose one of three alternatives:

***She may remain in school** unless her physician certifies that it is unsuitable for her to do so. She will be responsible for her own health and safety, and must make arrangements with her counselors and teachers for makeup work during her absence for delivery.

***She may apply for admission to the Daytime Center for Girls*, located at the Central YWCA. (141 W. 3rd Street) This alternative is open to unmarried girls of high school age. Admission is granted only at the beginning of a semester with at least 15 weeks remaining prior to delivery. Referral should be made by the school nurse, the school counselor or the student herself to the Family and Children's Service Association (184 Salem Ave, 222-9481) prior to the beginning of a semester. A student who chooses this alternative must wait until the beginning of the semester following delivery to be readmitted to the regular day school program.

***She may apply for temporary assignment to the Dayton Night High School** (118 E. First Street). This alternative is available to girls 16 and older on a tuition-free basis. A temporary assignment form for the night high school program should be obtained from the school counselor, and completed and approved by the school principal or assistant principal, indicating the course to be taken, date of withdrawal from school and expected date of delivery. Entry can be no later than December 1 for the first semester of April 1 for the second semester.

A student who is physically unable to attend school on a regular basis for more than six weeks due to her pregnancy may apply for home instructional services. (See page 22)

A student mother, whether married or unmarried, may attend her regular school in her regular program. No student may be excluded from the regular day school program because she is a mother.

Day care services connected with child care classes are available for student-mothers who attend Dunbar and Roosevelt High Schools. Mothers may bring their children to school while they attend classes. The children will be cared for by students in special child-care classes. Application for this program should be made through the high school principal. A-1 Day Care and Infant Center is again taking children of Project Emerge students this year.

VERBAL ABUSE. Some teachers insist on calling children "dumb" or "bad". Such words can have a bad effect on your child by hurting his self-image.

In addition, a teacher who calls your child dumb or singles him out for harassment may be guilty of Hazing. *(Sec. 2901.20 and 2901.21 Ohio Revised Code)* Immediately report a complaint of verbal abuse to the principal.

six. available services

TRANSPORTATION. The school system provides free bus transportation to elementary school students who live more than 1.5 miles from school. Transportation is provided to high school students who live more than two miles from school, or who spend more than one hour getting to school walking and using public transportation.

Free transportation also is provided:

** In case there is a safety hazard en route, such as a heavily traveled highway.

** To parochial school students who meet the above guidelines

** To students in the Freedom of Enrollment program (see below) who meet the above guidelines

** To special education students and students who are temporarily disabled (depending on the extent of their disability and the distance from their school. Medical certification of disability is required.)

*** In some instances, the number of students traveling to a school may not warrant bus transportation. In those cases, the school system will reimburse parents for part of the expense of public transportation. The current reimbursement is $37 a year.

If your child meets these guidelines, you may apply for transportation through the Student Development Department (461-3850 Ext. 243).

FREE LUNCHES. Your child is eligible for a hot lunch free or at reduced prices if you meet certain poverty guidelines. A rough estimate of guidelines is less than $4200 for a family of four.

You may apply for this program by completing a form sent from the school. You will be asked to state your income and the number of children in your family.

School officials may not call attention to the fact that your child is receiving his lunch free or at reduced prices. Lunch tickets should be the same color as those of the students paying full price.

Your child is not required to perform any tasks for his lunch. He should never be denied his lunch as a discipline procedure.

BREAKFAST PROGRAM. Some schools in the Dayton area provide free breakfasts for students in kindergarten through the fifth grade. All Title I schools (listed on page 23) could provide this service. If your school is a Title I school and does not provide this service, suggest it to the principal, and the Board of Education.

FEE PAYMENT. The public schools may require you to pay extra fees for certain classes. You may be asked to pay for workbooks, magazines, etc. Some laboratory classes require fees for breakage.

The Dayton schools may provide certain basic instructional supply items required in school work. If you are in need, ask the principal for a form to fill out for this service. The form will ask you if you are on welfare, or for your income and the number of children in your family. If your hardship is temporary, you may also be eligible for this service.

HOME TEACHERS. The Dayton Public Schools provide home teachers to students who will miss more than six weeks of school due to illness. (This also applies to pregnant students).

In order to have a home teacher visit your child, you must apply to the Student Development Department (461-3850 Ext. 243). You must provide a doctor's certificate stating that your child will be out of school for six weeks.

If your child will be out of school less than six weeks, contact the child's teacher and ask that your child's books and homework assignments be sent home. No teacher or principal should refuse to do this.

ACADEMIC ENRICHMENT

FREEDOM OF ENROLLMENT. This policy allows students to transfer to a school outside their attendance district if:

(1) The school offers a course they cannot take anywhere else or

(2) Their presence will improve the racial balance

Students will not be moved or transferred from their home school to make room for students who wish to transfer. A student who transfers to another school under Freedom of Enrollment must stay at the school at least one year. He may return to his home school after that period.

Your child may apply for a Freedom Enrollment transfer by applying before the beginning of either semester to his home principal. Requests for transfer will be forwarded to the Student Development Department. Transportation for Freedom of Enrollment Students is provided on the same basis as other transportation (See above.)

MAGNET PROGRAMS. Magnet courses are taught only in a few schools because they require costly equipment or appeal to only a small number of students.

Some magnet courses offered are filmmaking, contemporary music, ethnic group studies, environmental studies, law enforcement, etc.

A student may enroll in a magnet program in another school by (1) transferring to the other school or (2) attending the other school only during the hours of the Magnet course.

A booklet of magnet course descriptions is distributed to students before each semester. If a student wishes to enroll in a magnet course, he should complete an enrollment form available in school and get the approval and signature of his home school's principal or counselor.

Students in the Magnet program are part of the Freedom of Enrollment program. The same transportation guidelines apply.

LIVING ARTS CENTER. The Living Arts Center, located at 612 Linden Avenue, offers special courses in the fine arts — creative writing, dance, drama, music, and the visual arts.

Open to all students from the 5th through the 12th grades in Dayton and Montgomery County, Living Arts' courses are conducted from 4 p.m. to 7:30 p.m. during the school year. There also are summer day courses.

Tuition is $10 per course. Your child may apply by filling out an application available in his school or by calling the Living Arts Center, 254-8421.

Students must provide their own transportation, but the Living Arts Center may provide bus tokens to students who cannot pay for their own transportation.

PATTERSON COOPERATIVE HIGH SCHOOL. Patterson Co-op is an eleven-month a year high school which prepares students for skilled jobs in various industries, businesses and services. Students spend grades 9 and 10 in school. Students in the 11th and 12th grades alternate school instruction with work experience.

Students may apply for admission to Patterson Co-op by filling out applications available to all eighth grade students. Students who qualify are placed into a lottery from which the students are selected for admission. Approximately nine percent of the eighth graders who apply are admitted.

Title I Eligible Schools (Fiscal Year 1973)

Priority I

Weaver
Edison
Whittier
McGuffey
Jackson Elementary
Jackson Primary
Children's Services

Priority II

MacFarlane
Greene
Irving
Miami Chapel
Troy
Highview
Roosevelt
Emerson
Hawthorne
Dunbar
Wogaman
Huffman
Longfellow
Gardendale
Jefferson Elementary
Jefferson Primary
Washington
Stivers
Ruskin

Priority III

Addams
Westwood
McNary
Colonel White
Kiser
Roth
Patterson
Van Cleve
Carlson
Loos
Cornell Heights

SPECIAL EDUCATION

The Dayton school system provides many different services to students who are handicapped mentally or physically. These services are grouped under the Department of Special Education, headed by William McDougall. (461-3850 Ext. 213)

Special classes for children with hearing, visual, or orthopedic impairments are available through the Dayton Public schools to residents of Clark, Greene, Miami, Darke, Preble, and Montgomery Counties.

Here is a list of available services:

HEARING. Children with hearing impairments may attend Kennedy School (K-8) or Belmont High School.

Horace Mann and Meadowdale elementary schools hold classes for children who are hard of hearing.

Whenever possible, students with hearing problems are placed in regular classes in their home school districts.

VISION. Children who are blind or have poor eyesight may attend special classes at Grant School through the eighth grade. They are taught Braille. Whenever possible, students are placed in regular classes in their home school districts.

The school system also provides readers for blind children. You may apply for a reader by contacting the Special Education Department (461-3850 Ext. 213).

ORTHOPEDIC. Students who are crippled or need physical therapy may attend special classes in Gorman School through the eighth grade. As soon as they are able, students are placed in regular classes in their home school district.

Referral for services to students with vision, hearing or orthopedic impairments can be made through your doctor or through the varied agencies for the blind, deaf, and crippled in the Dayton area. If you have questions or wish to enroll your child in one of these programs, contact the Special Education Department. (461-3850 Ext. 213)

Special services to Dayton public school students include:

SPEECH THERAPY. Speech therapy is provided free of charge to students with speech impediments. Parents may request these services through their school. Teachers may refer students who appear to have speech problems to the therapist.

PSYCHOLOGICAL SERVICES. School psychologists work with a limited group of students who appear to have adjustment or behavior problems in school. Teachers may refer students. Your consent is required before a psychologist will see your child for a behavior problem. Parents may request these services through the home school. School psychologists can see only a few students. If you feel your child may have deep-seated psychological problems you should contact a mental health clinic or private psychologist or psychiatrist. The school psychologist can help refer you. (A list of mental health services is on page 31.)

EDUCABLE MENTALLY RETARDED (EMR). Students who score between 50 and 80 on IQ tests are considered educable mentally retarded and are eligible for special classes. In many cases, students attend class only with other EMR students. Special Education staff members attempt to place some EMR students in regular classes while providing them special help.

If a teacher suspects your child might be retarded, he will ask for your *consent* to have the child tested by school psychologists. You may request this service yourself. If your child is found to be retarded and eligible for Educable Mentally Retarded classes, it is helpful to get an outside evaluation from a private psychologist or a mental health service. (A list is on page 31.)

State law requires psychologists to evaluate students in EMR classes every three years. If an EMR student appears capable of handling regular classwork, he will be placed in regular classes.

Your child will not be placed in EMR without your consent. There are many factors to consider: Special Education classes, if taught properly, can afford your child the chance for smaller classes and more individual attention, often by teachers specially trained to work with the retarded. Depending on your child's ability, he may profit from placement with students of similiar ability.

However, there are disadvantages to EMR placement. Often children placed in such classes begin to believe they are "dumb" and lose the motivation to do better. Other students sometimes make fun of EMR students.

You know your child better than anyone. Consider all sides of the question before you make your decision.

LEARNING DISABILITIES *(Neurological handicaps).* Students of normal intelligence who have learning problems that are neurologically-based are eligible for learning disability classes. The classes are held at Shiloh, Edison, and Eastmont schools.

Students of normal intelligence (90 IQ) with severe learning problems are eligible. A doctor must certify that the child has a neurological handicap.

TUTORS. Special tutors are provided to handicapped students within their own school setting.

seven. special assistance programs

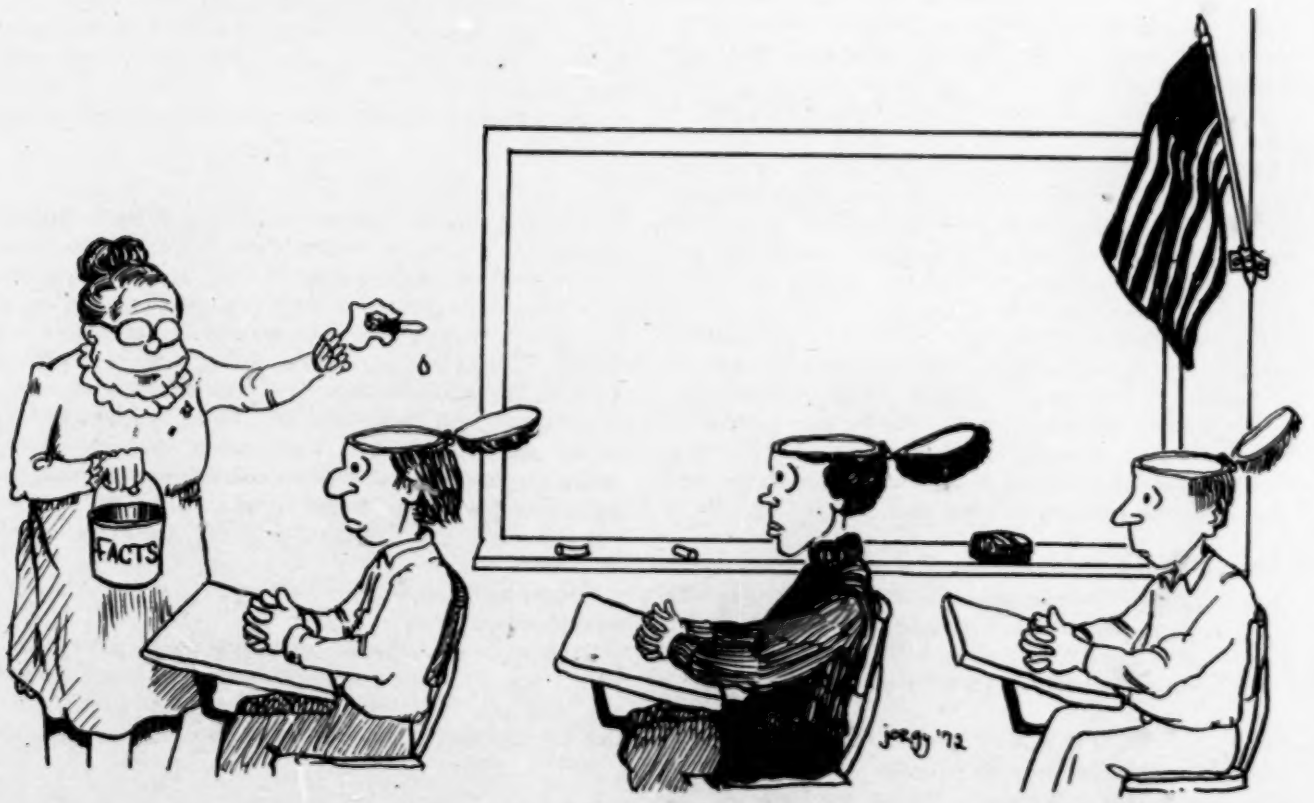
Both the state and federal governments appropriate money to local school districts to supplement the education of students who have had an inferior education in the past. Recruitment for these programs is not completely effective. Be aggressive in enrolling your children in these programs, or risk being left out.

TITLE I and EARLY CHILDHOOD EDUCATION. Title I of the Elementary and Secondary Education Act provides for "compensatory education" for children whose needs are not met by the regular day school program. Schools are designated Title I schools on the basis of the number of students whose family income falls below poverty guidelines. Title I schools are supposed to have smaller classes and are eligible for special programs. (A list of Title I schools appears on page 23.)

All Title I money in Dayton is spent on the Early Childhood Education program (ECE). This program provides individualized instruction to children from 2½ to 4 years of age. ECE is supposed to help children get ready for regular classes. The instruction stresses language development and motor skills.

Both public and non-public school students are eligible for ECE if they live in a Title I school district. Most students in ECE must be 3 years old by September 30 of the year they start. However, some children 2½ years old are admitted.

The school should contact you, but you may apply for your child by contacting your neighborhood school at the beginning of either the Fall or Spring semester. Your child will be given a special test called the Walker Readiness Test. Students scoring lowest on the test will be admitted first. Each class is limited to 20 children.



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SCHOOL NUTRITION and HEALTH SERVICES. Emerson, Irving, and MacFarlane schools participate in this program. The program provides for a full time nurse on duty in the school, and for a physical examination for your child.

This program also includes instruction for parents on nutrition and health. You and your child are eligible for this program if your child attends one of these schools.

PROJECT EMERGE. Project Emerge operates at Roosevelt High School and MacFarlane Middle School. The program provides special learning labs in reading, mathematics, social studies and science to students who are considered potential dropouts. The program also provides paid after-school work experience for participating students.

The Project Emerge staff chooses the students to participate in the program, but your child may apply if he attends Roosevelt or MacFarlane.

OCCUPATIONAL WORK EXPERIENCE (OWE). This program operates in all high schools except Patterson Co-op. OWE helps students develop saleable skills in school. Many OWE students do contract work for the school system, such as building special equipment. A parent can request that his child be admitted to OWE by contacting the school.

OCCUPATIONAL WORK ADJUSTMENT(OWA). The OWA program is designed to serve children 14 and 15 years of age who are dropout prone and underachievers. The program consists of employment in private businesses, academic help, and counseling. Students attend two periods of regular academic instruction and are counseled by a teacher-coordinator. They spend two periods working. The program operates at Belmont, Dunbar, Kiser, Meadowdale, Roosevelt, Roth, Stivers, and Colonel White high schools.

You may apply to the school if you want your child admitted.

NEIGHBORHOOD YOUTH CORPS(NYC). Students between the ages of 14 and 21 who come from economically disadvantaged families are eligible. NYC students work in local non-profit agencies, and are paid on an hourly-wage basis. They also receive supportive counseling.

FOLLOW THROUGH. Students in Edison, Greene, Miami Chapel/Louise Troy elementary schools participate. The program is supposed to help children continue the gains made in the Early Childhood Education program. The program uses special instructional methods emphasizing language, reading and arithmetic skills. Also included are career opportunities for parents, some of whom serve as instructional aides.

URBAN/RURAL PROJECT. The Urban/Rural program provides special consultants to help in training teachers and identifying the needs of children in the participating schools. The program operates at Dunbar High School, Irving, Louise Troy/Miami Chapel elementary schools, and Whittier Middle School.

MODEL CITIES EDUCATION COMPONENT. The component designs special education programs for the ten schools in inner West Dayton target area — Dunbar and Roosevelt High Schools, MacFarlane and Whittier Middle Schools, Miami Chapel/Louise Troy, Edison, Greene, Irving, Weaver, and St. James elementary schools. The Model Cities Education Committee oversees the component's activities, and works with both the school administration and the target area community.

Some of the programs:

***Educational Services to Children.* Model Cities and the Board of Education provide special supplementary instructional materials to students in the target area. Model Cities also directs a program of youth-to-youth tutoring during the summer. Participants in the program are students who themselves have learning problems. They spend part of their day tutoring younger students and the rest attending special learning labs. Your child may apply by contacting the component, 1612 W. 5th Street, 224-3977

COMMUNITY SCHOOLS. Roosevelt, Dunbar, Whittier, MacFarlane, Greene, Miami Chapel, Edison, Weaver, and Irving school participate. Community schools offers hobby, vocational and recreational events after school for parents and students. The program also provides special school help for students. The program operates from 3 p.m. to 9 p.m. Contact: Roosevelt High School, 2013 W. 3rd, 262-8848 or Whittier School, 721 Miami Chapel, 222-5358.

TALENT SEARCH. This program helps students get into college as well as obtain financial aid. Members of the Talent Search staff inform students of various colleges, grants, and scholarships and help them fill out college and financial aid applications.

Talent Search staff members also intercede for students with colleges. The program is open to all students in Dayton, but is geared toward minority-group students in the Model Cities area of West Dayton.

Talent Search is located Old Armory Bldg., 2900 W. 2nd St., 268-3463.

UPWARD BOUND Upward Bound is a federally-financed program administered by Central State University, Wilberforce. Open to low-income students in the 10th to 12th grades, (although some 8th and 9th grade students have been admitted), Upward Bound offers students summer experiences at Central State plus academic tutoring during the school year at locations in Dayton.

During the summer experience at Central State, students live in dormitories and take classes in a variety of subjects from reading and mathematics to Black history, law, and creative writing. Students must continue their academic tutoring during the school year. Students in Upward Bound are paid a $10 a month stipend during the school year, and $10 a week during the summer experience.

Upward Bound students are aided in their college and financial aid applications.

The program director recruits students at schools in the Dayton area. If you would like your child admitted to Upward Bound, you may call the Upward Bound office at Central State University, 1-376-7721, for further information and an application.

eight. parent organizations

Most schools have parent organizations. Parent organizations may hold special programs in the schools. A united parent group can serve as a pressure point for improving the educational atmosphere in the school.

A strong parent organization is the best place to start if you want to improve your school. If your school doesn't have a parent group, you can start one. The principal is responsible for helping you in this area, but if you have trouble you may contact the school-community services department. (461-3850 Ext. 215)

Parent organizations you should know about are:

DAYTON ADVISORY COUNCIL ON EDUCATION (DACOE). DACOE is a system-wide advisory council in education. It discusses and makes recommendations on educational issues in the city. Each school elects one delegate and one alternate to DACOE.

You can contact DACOE by calling Sam Kurtz, 461-3850 Ext. 215.

COMMUNITY SCHOOL COUNCILS. The school-community council is a committee of parents, students, teachers and the principal. Parent members may be elected or appointed. The community school council is one attempt to make the school accountable to the community. Parents who are concerned with school policies or know of problems in the school may contact their representative to the community-school council. The Community School council office is at 1528 W. Third St., 221-4114.

PARENT-TEACHER ASSOCIATION. The PTA is an organization which may raise funds for school equipment or provide special programs for students and teachers. They may provide a meeting place for you to talk informally with your child's teachers.

The PTA is affiliated with the National Parent Teacher Association, and therefore must contribute some of its funds to the national group.

PARENT-TEACHER ORGANIZATION (PTO). The PTO is a parent group not affiliated with the national PTA organization. PTO's may raise funds for school equipment, and provide special programs for students. Some PTO's have been pressure groups within the school.

It is generally thought that Dayton's parent organizations are not too active. The only way to make them serve your needs is to join and influence them.

One local PTO has compiled lists of parents willing to volunteer in schools. It has listed the special talents of parents who are willing to share their knowledge with students. The PTO also can serve as a parent-education force, outlining school procedures and helping them understand what needs to be done to improve their children's education.

However, the school did not use the services provided by the organization. Parent pressure groups *can* change schools, but it demands commitment and a willingness to fight for children's rights.

MODEL CITIES PLANNING COUNCIL – EDUCATION COMMITTEE. The Education Committee consists of six elected representatives to the Model Cities Planning Council. The committee listens to community requests and then plans educational programs with the Model Cities Education Component. The Education Committee monitors and evaluates the component's programs (see page 26). You can contact the Model Cities Education Committee by calling the Model Cities Education Component, 224-3977 or the Planning Council, 1100 W. 5th St., 224-7422.

BOTANY 101
ENGLISH
WATCH THAT JONES KID. HE READS OUTSIDE OF CLASS... ASKS A LOT OF QUESTIONS... SMART... INQUISITIVE...
A TROUBLEMAKER, HUH?

nine. complaint-handling organizations

OFFICE of the OMBUDSMAN. The ombudsman's office is an independent organization empowered to investigate complaints against the city and county governments and the Dayton Board of Education.

The ombudsman's office has handled complaints about school programs, teachers, safety, etc. It also can provide information on school policies.

You can contact the Office of the Ombudsman by calling 223-4613. Margo Evans is in charge of school complaints.

THE STUDENT RIGHTS CENTER. The Center for the Study of Student Citizenship, Rights, and Responsibilities is located at 1145 Germantown Street. The Center is a U.S. Office of Economic Opportunity Legal Services Research and Demonstration Project designed to advocate for students within the school system.

The Student Rights Center employs five ombudsmen who advise students and parents on school problems. Ombudsmen are not lawyers but parents trained in school law. They have attended a number of training sessions and most have at least two years experience handling student problems such as suspensions, expulsions, corporal punishment, grades, college entrance, welfare and freedom of expression.

The Student Rights Center staff believes that information is the key to changing the school system. Once people are educated to the facts, they can change the school system themselves. Student Rights Center staff members hold seminars, rap sessions, and workshops with parents, teachers and students, explaining student rights and helping students and parents map out strategies for making the school system serve student needs.

Ombudsmen can provide additional information on schools not provided in this handbook, and will represent parents and students if they are requested to do so.

When a parent or student calls the Student Rights Center, he is interviewed by an ombudsman, who records the facts of the case. The ombudsman then contacts the school principal and attempts to iron out the problem. The ombudsman may arrange for a conference with the principal and parent.

If the ombudsman does not obtain a satisfactory solution, he may take the case to the school system administration or the board of education.

Student Rights Center ombudsmen are advocates, which means they represent students and parents at all times, trying the find the most satisfactory solution for *students.*

The Center also provides information on school problems through its series of special inserts in Rap magazine, which are free upon request.

The Center's telephone number is 223-8228.

These are the staff members of the Center for the Study of Student Citizenship, Rights, and Responsibilities:

Director
Arthur E. Thomas

Staff Attorney
Amelia Hunter

Administrative Assistant
Ruthetta Bankston

Project Coordinator
Maddi Breslin

Community Liaison
Edward Campbell

Researcher
Carol Towarnicky

Receptionist
Lillian Meeks

Typist
Pat Swift

Student Intern
Gladys McCullough

Ombudsmen
Rev. David Gilbert
Elizabeth Robinson
Betty Moore
Mabel Wiley
Corine Tucker

ten. who to call

These are the officials of the Dayton Board of Education and Administration. Offices are located at 348 West First Street. Telephone Number, 461-3850.

Members of the Dayton Board of Education:

James D. Hart, *President*
613 Watervliet Avenue
(45410) 256-7211

William E. Goodwin
349 Heikes Avenue
(45405) 278-2573

Josephine Groff
607 Otterbein Avenue
(45406) 275-4987

Terry Lawson
2135 Ravenwood Avenue
(45406) 278-2383

Jane Sterzer
3217 Kenmore Avenue
(45420) 252-5209

Leo A. Lucas
736 Argonne Avenue
(45408) 263-3219

Robert B. French
3400 Catalpa Drive
(45405) 274-2479

Members of the Administration:

	Extension Number
Superintendent of Schools	
Wayne M. Carle	211-212
Curriculum Development	
Violet Strahler	608-609
Student Development	
William Goff	243-244
Staff Development	
Thomas Graham	226-227
Unit Directors	
David Carter	
Robert Hoover	
George Jackson	241-242
Guidance and Testing	
W. Eugene Hodson	363-364-365
Student Relations	
Herbert L. Carroll	371-372
Psychological Services	
Alma Jones	237
Special Education	
William McDougall	213
Health Services	
Dwight T. Tuuri	266
Visiting Teachers (and Security Guards)	
Loren Roberts	251
School-Community Relations	
William Chamberlain	215
Special Assistance Programs	
Bartlett C. Lubbers	286

AREA HEALTH SERVICES

The following is a list of clinics and health centers which provide comprehensive medical services for children based on the ability to pay. Families on welfare receive medical treatment free.

Children's Medical Center — outpatient clinic
1735 Chapel Street
(461-4790)
(Proof of low-income status required)

Good Samaritan Hospital — outpatient clinic
1425 West Fairview Avenue
278-2612
($2 per visit plus laboratory and x-ray fees)

Grandview Hospital — outpatient clinic
405 Grand Avenue
(228-4000)
(proof of low-income status required)

Charles R. Drew Neighborhood
Comprehensive Health Center
1323 West Third Street
(223-9028)

Drexel Health Center
6175 West Third Street
(268-4460)

Free Clinic
1007 N. Main Street
(228-2226)
(Monday evenings, 6:30 to 9 p.m.

IMMUNIZATION CLINICS:
(These are walk-in clinics)

Municipal Building
3rd and Ludlow Streets
Tuesday, 1-8 p.m.
Wednesday, Thursday and Friday,
1-4:30 p.m.

Drexel Center
6175 W. Third St.
4th Monday, 1-7 p.m.

Carnegie Library
2160 E. Fifth St.
1st and 3rd Thursday
3:30 to 5 p.m.

MENTAL HEALTH SERVICES

Good Samaritan Mental Health Center
1425 West Fairview Avenue
(278-2612)

Child Guidance Center for Dayton
and Montgomery County
141 Firwood Drive
(298-7301)

Family Counseling:

Family and Children's Service Association
184 Salem Avenue
(222-9481)

Catholic Charities
922 West Riverview Avenue
(223-7217)

Jewish Family Service
184 Salem Avenue
(222-5588)

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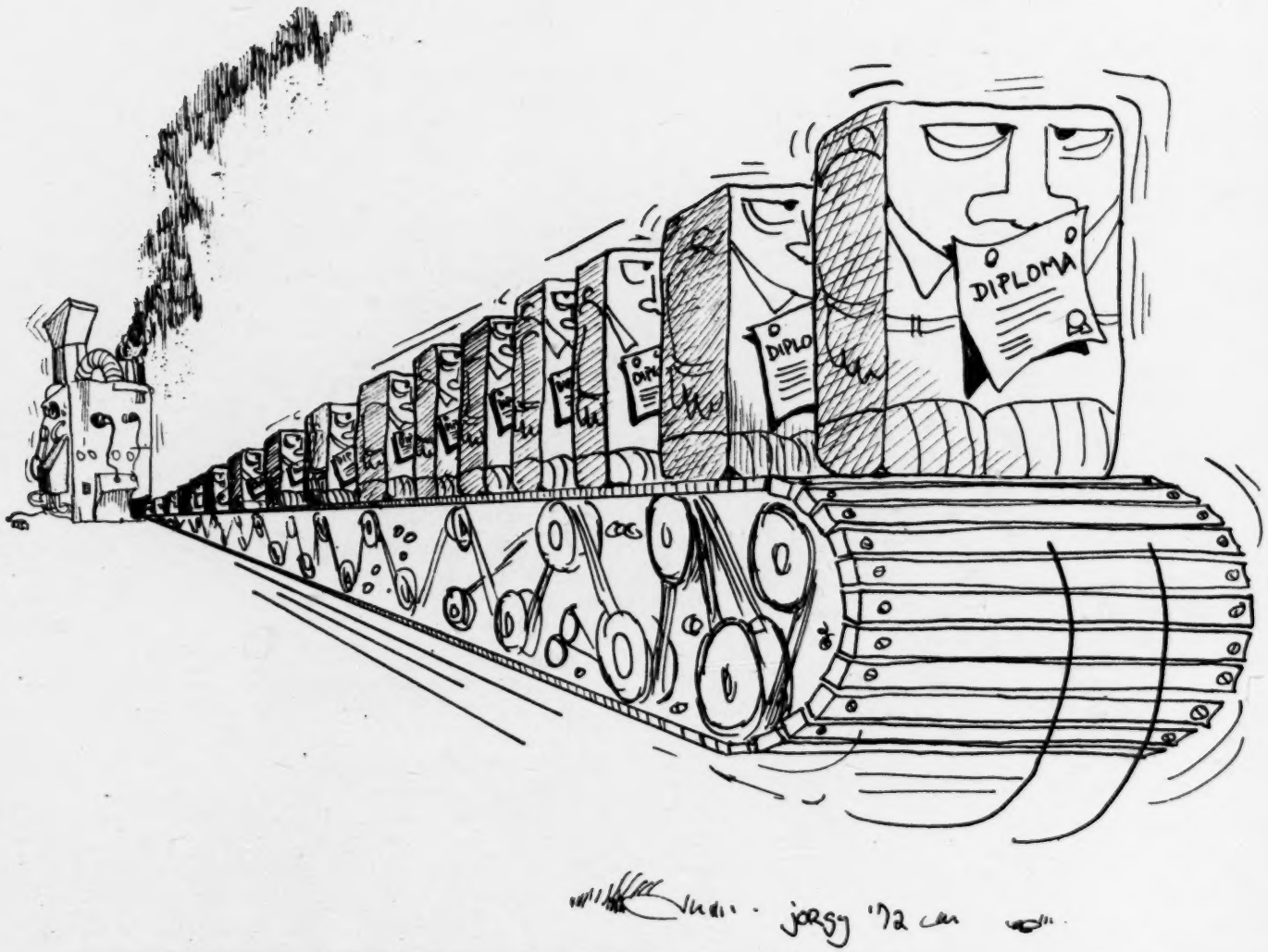
a special rap section



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